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CHAPTER I, 1911

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

A BRIEF SURVEY OF EDUCATIONAL PROGRESS
DURING THE DECADE 1900 TO 1910

BY

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Chief of the Editorial Division, Bureau of Education

(Chief of the Division of School Hygiene and Sanitation since October 19, 1911)

[Reprint from the Report of the Commissioner of Education for the year ended June 30, 1911]

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CHAPTER I.

A BRIEF SURVEY OF EDUCATIONAL PROGRESS DURING THE DECADE 1900 TO 1910.

By FLETCHER B. DRESSLAR,

*Chief of the Editorial Division, Bureau of Education (Chief of the Division of School Sanitation and Hygiene
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INTRODUCTORY STATEMENT.

The purpose of this survey is to set forth some of the more salient features of educational development in the United States during the first decade of the new century.

No one who has watched this growth will believe that it is possible to express it in any sort of completeness by statistical methods alone; but some of the more general and objective features can be handled in this manner, and by means of comparisons, general movements forward or backward may be seen. School statistics generally available, however, are faulty, and no amount of effort can correct them so long as the various States ask for returns on different and varying bases. Hence all general conclusions reached as a result of the study of the educational statistics of the country must be taken with due allowance unless supported by evidence from other sources. It may not be out of place at this point to say that this office is working with all diligence to get correct and comparable returns from all States and that a plan presented looking toward this end has been indorsed by the Department of Superintendence of the National Educational Association at the Mobile meeting in 1911. Within the coming decade it is expected that more reliable returns will be available and that they will be ready for publication in the year to which they relate. At any rate, this bureau is determined to make the attempt.

RELATIVE DECREASE IN SCHOOL POPULATION.

In 1900 the total population in the States was 75,602,515. In 1910 it had reached 91,972,266, or an increase of more than 21 per cent over that of 1900. But it is an interesting and quite significant fact that that part of our population represented by children between the ages of 5 and 18, or, in other words, the common-school population, had increased within the same 10 years less than 15 per cent. In the previous decade (that is, from 1890 to 1900) there was an increase of

the school population of more than 17 per cent, and from 1880 to 1890 the increase was more than 23 per cent. During these three decades, then, while the population as a whole has been increasing at a steady rate, the rate of increase in the school population has apparently dropped from more than 23 per cent to less than 15 per cent. These figures include the total school population, both white and black, but since the percentage of white children from 5 to 18 years of age has kept pace with that of colored children of the same ages for the same period, it is safe to assert that the above figures approximate the truth with reference to the steadily decreasing percentage of white children dependent on a given number of adults for educational support.

Mr. North, former Director of the Census, has said:

The uninterrupted increase shown in the proportion of white adults of self-supporting age to white children proves exceedingly suggestive. At the First Census (1790) 780 adults contributed to the maintenance and rearing of 1,000 children in the United States, but in 1900 the relationship of adults to children had changed so greatly that the ratio became 1,580 adults to each 1,000 children. (*A Century of Population Growth*, p. 104.)

While the above conclusions were made on the basis of the total number of white children from 1 to 16 years of age and of white adults over 20 years of age through a whole century, they certainly tend to corroborate the general conclusion mentioned, that, relatively speaking, the school population (5 to 18) is decreasing in a rather remarkable manner.

Aside from the general civic problems growing out of such a situation, it will be seen at once that many misconceptions concerning the expenditure per pupil for educational purposes could easily arise.

For example, it would now cost New England very little more per adult to give each of her children \$20 worth of educational advantages than it would cost the South, per adult, all other conditions equal, to give her children \$10 worth of schooling. While the middle, northern, and western divisions of States do not as a whole show either of these extremes to so striking a degree, there is, nevertheless, a good deal of variation. The real test, then, of the willingness of any State or section to do its duty in the educational support of its children may be measured more accurately by the cost per capita of adult population than by the expenditure per capita of the school population.

During the decade under consideration the percentage of the school population (5 to 18 years of age) enrolled in the public schools shows a slight decrease as compared with that of the previous decade. Whether this decrease is real or whether the statistics representing the last year of this decade are not exactly comparable with those of the first year of the decade it is impossible to say. But there seems to be some probability that the country as a whole has reached approx-

imately a sort of tableland in the heretofore up-grade movement in the percentage of enrollment of the public-school population. However, this general statement must be used with caution. In several of the Southern States, notably Mississippi, Louisiana, Florida, North Carolina, South Carolina, West Virginia, and Texas, advances have been made; while some of the Western States also show an increase.

AVERAGE DAILY ATTENDANCE.

It seems, however, that if the percentage of enrollment has not increased, or has even decreased, a better showing has been made in the average daily attendance. In 1900, the average daily attendance in the public schools was 10,632,772, which was 68.6 per cent of the enrollment; in 1909, the average daily attendance reached 12,684,837, being 72.5 per cent of the number enrolled. These figures, taken with the fact that they correspond rather closely to the progress of those representing the attendance for the several intervening years, seem to warrant the general conclusion that the children have attended the public schools more regularly during the past decade than in any previous one in our educational history. But there is still great room for improvement. There were in 1909, as shown by the statistical tables, 24,239,820 children 5 to 18 years of age; but only 12,684,837 were in actual attendance. That is to say, nearly one-half of the school population of 1909 was out of the public school each day during the year. This statement does not take into account the fact that most children have finished the elementary work several years earlier, and that many of them did not enter until 6 years of age, or even later. It is based on statistics gathered by this bureau to designate the school population, i. e., the number of children that might be in attendance at some school. By summarizing the two sets of figures involved, it is shown that, while the facts regarding the attendance are not what could be wished, there has been a slight, but steady increase in the percentage of average daily attendance during the decade.

INCREASE IN THE LENGTH OF SCHOOL TERM.

A still more significant fact, however, comes to light when the statistics relating to the length of the school term are examined. Taking the country as a whole, the length of the school term has increased from 144.3 days in 1900 to 155.3 days in 1909. The highest average in the history of the American school system was reached, therefore, in 1909, and all evidence at hand points to the continued increase of this average. This means that over one-half of a school month has been added to the average length of the school term, and in this particular alone educational effectiveness has been increased during the decade about 8 per cent.

AVERAGE NUMBER OF DAYS ATTENDED.

The average number of days attended by each pupil enrolled has increased in an unbroken and steady fashion from 99 days in 1900 to 112.6 days in 1909. While averages of this sort are more or less unconvincing and even at times misleading, in this particular they seem to be significant. On the basis of these figures, and on corroborative evidence, it can be asserted that during the past decade there has been a healthy growth in regularity of attendance, and that no previous year in the history of the common schools shows such a high mark in this regard as the year 1910. The significance of this statement will be understood most readily by teachers, and will, it is hoped, encourage some of them to renewed efforts to keep the children in school. Regular attendance means consistent and regular growth. A few irregulars seriously break the continuity of the whole work of the school. Just what elements have been instrumental in raising this average it is impossible to specify. Doubtless, medical inspection, compulsory-attendance laws, closer supervision, better adaptation of subject matter to the needs of the children, better housing, and many other factors have combined to bring about this result.

NUMBER OF PUBLIC-SCHOOL TEACHERS.

In 1900 the number of public-school teachers reached the total of 423,062, with approximately 30 men in each hundred teachers. In 1909 there were 506,040 teachers in public-school service, but the number of men had dropped to approximately 21 to the hundred.

This relative elimination of men teachers from the public schools has been going on steadily and rapidly since 1880. Much has been written about this part of recent educational history, and lamentation because of the possible dangers involved has been often heard. There is no doubt that it is unwise to intrust so important a matter as the teaching of boys and girls so largely to women; but the facts are known and have been for many years; and yet the hoped-for change does not come.

WAGES OF TEACHERS.

The average monthly wages of teachers can not be stated with accuracy because of the fact that the statistics gathered during the decade on this particular item are incomplete. But it can be stated with some assurance that the monthly salaries have increased for men in the neighborhood of 35 per cent, and for women about 25 per cent. The average monthly salary for men teachers was given in 1900 as \$46.53; in 1909 it had increased to \$63.39. The increase in wages for women teachers for the same period was from \$38.93 per month to \$50.08. It must not be forgotten, however, that while the

monthly salary has increased, the average length of the school term has also increased, and therefore the annual salary has increased to a much greater degree than the monthly salary alone would indicate. Doubtless one reason why the average salary of men has increased more rapidly than that of women lies in the fact that relatively a much greater number of the men have been engaged in supervisory work, and in this capacity command larger salaries.

NUMBER OF SCHOOLHOUSES.

Taking the decade as a whole the number of houses used for public-school purposes has increased from 248,279 in 1900 to 257,851 in 1909. It is interesting to note that during the last two or three years of this period there has been no appreciable increase. This is probably due to the movement for consolidation in country districts, to the recent period of financial depression, and to the continued increase in the urban population where larger buildings are being constructed.

VALUE OF SCHOOL PROPERTY.

The total value of all public-school property has increased from \$550,531,217 in 1900 to the enormous sum of \$967,775,587 in 1909. While it is impossible to specify in detail what particular items have been relatively most influential in this wonderful increase in our public-school equipment, it seems safe to say that by far the most important one is that of better and larger school buildings. This has been preeminently a period of advance in the style and quality of our school architecture. Not only are larger buildings built, but many of them are constructed of permanent materials and are equipped with modern conveniences, better furniture, more extensive libraries, and various new departments for the teaching of the sciences and their applications in the daily affairs of life. No one who is conversant with the educational history of the world will fail to see evidences of a movement which can not be matched from the records of the past. Greece and Rome in the days of their greatest advances knew naught of school buildings as they exist to-day. Far more money is invested in public-school property than was required to maintain all the machinery of our Federal Government in 1910.

But let us not boast of good works and forget those useless expenses of our so-called enlightened civilization. We spend each year for purposes which all reason and scientific investigation condemn as harmful enough money to duplicate all our school buildings and have millions of dollars left for providing worthy playgrounds for our children.

SOURCES OF PUBLIC-SCHOOL REVENUE.

Turning now to the sources whence the public schools derive their revenue, it will be seen by consulting the figures for the decade that the following statements represent approximately the facts:

The income from permanent funds and rents has increased from \$9,152,274 in 1900 to \$13,746,826 in 1909, though it appears from the figures for the years 1906-7 and 1907-8 that a much larger revenue was derived from these sources than at any period in our history. These figures as they stand are evidently for some reason not comparable with those for the other years of the decade, for there seem to be no adequate causes for such variations.

During the years under consideration the income from State taxes has grown steadily from \$37,281,256 in 1900 to \$63,247,354 in 1909. The increase has been regular and consistent. This is evidence of stable laws in this regard and of the increasing willingness of the States to meet their just obligations in matters of public education. But the most encouraging sign in the matter of school revenues is the striking growth in the amount of public-school funds derived from local taxation. In 1900 the total receipts from this source amounted to \$149,486,845; but in 1909 the total had reached the sum of \$288,642,500, an increase of over 90 per cent. This is the most significant fact in the financial statistics for the period. It means that education is largely and directly in the hands of the people and that they are meeting the financial demands loyally. Those States which still persist in preventing the people from exercising the right to local taxation for school purposes are surely out of line with the democratic faith so strikingly shown by these figures. Whatever qualms may arise at times on account of civic inefficiency in other lines of endeavor, it is plain that the American people believe in the education of their children and are willing to pay for it directly, out of their own pockets. It ought to be noted in this connection, too, that there is a growing tendency in the States to enact laws "requiring more careful auditing of accounts and a greater publicity of the local financial affairs of the public schools." (Details regarding this point can be found in Bulletin No. 7, 1908, prepared for this bureau by Prof. E. C. Elliott.)

The total income from all sources for the common schools has increased from \$219,765,989 in 1900 to \$403,647,289 in 1909. This is truly a remarkable showing. During this time the population has increased only about 20 per cent and the school population in the neighborhood of 15 per cent, while the total income for common schools has increased more than 83 per cent. As indicated above, the large item in this increase is the income from local taxation. This fact adds great significance to these figures; for not only does it emphasize, as already indicated, the willingness of the people to support their common schools in an immediate and direct way, but it

should furnish a striking object lesson to those States which are yet afraid, apparently, to trust the people with power to tax themselves for the adequate support of their common schools.

COST OF PUBLIC SCHOOLS.

The expense account of our public schools shows an increase from \$214,964,618 in 1900 to \$401,397,747 in 1909, or about 86 per cent. But since, as was shown earlier in this chapter, the population as a whole is growing more rapidly than the school population, it has cost relatively a smaller increase per capita of the total population to meet this increasing expenditure. It cost \$2.84 per capita of population to meet the school expenditures in 1900 and \$4.45 in 1909, or an increase of only about 56 per cent, to meet an increase in total expenditure of 86 per cent. We have a right, therefore, to expect better educational care of our children at a relatively slower increase in cost per capita of population. The number of children of school age per 1,000 of the population is rapidly and steadily declining and the increasing cost per capita of population for their schooling should result in better educational advantages for each child than in any previous decade. The total expenditure per pupil for common-school purposes in 1900 was \$20.21. In 1909 it had increased to \$31.65, or at the rate of 56 per cent. This increased cost per pupil has resulted largely from the relatively larger expenditures made for buildings, sites, furniture, libraries, and general school equipment. There has been a steady falling off in the percentage of the total common-school income devoted to salaries for the teachers. In 1900 64 per cent of the total expenditure was devoted to salaries; in 1909 this had decreased to 59.2 per cent, and it declined steadily through the intervening years. While it is to be hoped that in the next decade this upward trend in better equipment will be continued, good buildings and good equipment generally can not take the place of better teachers.

PROGRESS IN KINDERGARTENS.

In 1900 there were approximately 250 cities of a population of 4,000 or over in which public kindergartens were maintained in direct connection with the city systems of schools. There were employed in these cities 3,326 kindergarten teachers, and the total enrollment of kindergarten pupils was 131,657. In 1909, the latest date for which statistics are available, there were about 400 cities with a population of 4,000 or over which maintained kindergartens. For this work 5,887 teachers were employed, and 185,471 children were enrolled. By a study of the details upon which these figures are based, it appears that many of the smaller cities which did not include kindergarten work in 1900 have, during the decade, made

some provision for it, and that many larger cities have extended the work. Comparatively speaking, there are few cities in the South that include the kindergarten as a part of their school systems, but there has been a decided growth in this direction. The States of the North are the most progressive in this regard. In Michigan, for example, there are 35 cities with public kindergartens. Naturally, the cosmopolitan cities show the greatest increase.

It has been said that while the philosophy upon which the kindergarten was founded is German, the development of this form of school work has come to be peculiarly American. To this may be added the fact that the American kindergartner is rarely able to understand the more or less mystic philosophy of Fröbel, and has therefore shaped her work to suit the practical life of the American people. It is to be hoped that this tendency will not carry too far and rob the work of that splendid element of idealism which should be the heart and soul of all kindergarten training. To meet more successfully the demands implied in the name, the work must not be allowed to degenerate into another form of indoor teacher-directed activity.

CITY SCHOOL ORGANIZATION AND ADMINISTRATION.

Progress in city school organization and administration for the decade is expressed in many lines of development. The regular school work has been enlarged so as to include more manual and vocational training for the boys, and larger opportunities for domestic science for the girls. Commercial courses and courses in stenography and typewriting have multiplied in the high schools, and increased emphasis has been put upon the application of school work in its relation to the daily life of the citizen. Decided progress has been made in school buildings, and especially in the demand for larger playgrounds, social recreation centers, school baths, medical inspection, care of defectives, and better sanitation in general. Classes have been organized for exceptional children, and continuation and evening schools increased in number.

The city school boards are composed of fewer members, and their work has been outlined under fewer committees. Instead of appointing or electing members of city boards from wards, they are now more frequently appointed or elected as representatives of the city at large. This change deserves the highest commendation both as a means of ridding the schools of the baneful influence of ward politics and as a unifying agency in school supervision.

PROGRESS IN HIGH SCHOOLS.

The development of public high schools during this period constitutes one of the remarkable features of educational progress in the first years of the new century. This development expresses itself

not only in numbers, but in the quality and quantity of the work done. The high schools are more effectively reaching all classes and adapting their work to meet the needs of the masses in a very significant and vital fashion. Meanwhile the courses offered to meet college requirements have not been seriously disturbed, and at the same time a more vital affiliation between the colleges and high schools has been fostered.

In 1900 there were approximately 6,005 public high schools in the United States. In 1910 there were 10,213, or an increase of a little over 70 per cent in the 10 years. The number of teachers employed in public secondary schools in 1900 was 20,372. In 1910 there were 41,667 teachers in public high schools, or an increase of more than 100 per cent in the decade. The number of pupils attending public high schools in 1900 was approximately 519,251, but by 1910 the number had increased to 915,061, or more than 76 per cent. When we institute a comparison between the public and private high schools in these regards we find that the number of private secondary schools has decreased during the decade and that the number of teachers has increased only about 10 per cent. The number of students in private high schools has increased only about 7 per cent.

Within the 10 years the ratio between the numbers of boys and girls in public high schools has changed very little, but there has been a slight increase in the percentage of boys. In 1900 of all the students in public secondary schools, approximately 41 per cent were boys and 59 per cent were girls; in 1910 in every 100 students 43 were boys. The proportion of high school students preparing for college has apparently decreased in the decade from about 10.8 to approximately 5.5 per cent. This does not mean that fewer students enter college from high schools, but that there has been a great increase in the number of students who are making the high schools their finishing schools. The percentage of graduates has changed very little for 20 years. The graduates are approximately 12 per cent of the enrollment each year, and about a third of these are prepared for college. The emphasis upon the various subjects of study is indicated by the following table:

Number of students, in each 1,000 enrolled in public high schools, studying the various subjects offered.

Subjects.	1900	1910	Subjects.	1900	1910
Latin.....	499	495	Geology.....	39	14
Greek.....	36	13	Physiology.....	263	158
French.....	107	117	Zoology.....		78
German.....	160	236	Agriculture.....		163
Algebra.....	557	569	Domestic economy.....		41
Geometry.....	273	308	Psychology.....	30	13
Trigonometry.....	25	22	Rhetoric.....	397	566
Astronomy.....	29	9	English literature.....	439	570
Physics.....	182	148	General history.....	384	556
Chemistry.....	79	71	Civil government.....	206	160
Physical geography.....	224	191			

By comparing these two columns one can see that Latin is holding its ground; Greek is disappearing; French and German are gaining—German more than French; algebra occupies a large share of the time and is steady; geometry is gaining; trigonometry is rarely taken, but has not changed; all the older sciences, rather strangely, are relatively falling off; English and history have gained materially. The subjects of zoology, botany, agriculture, stenography and type-writing, and domestic economy have appeared in the list of studies in recent years, but no comparisons for the decade are possible.

GROWTH OF NORMAL SCHOOLS.

There has been marked progress in the work of the public normal schools within the decade. In 1900 appropriation of public funds to the amount of \$2,769,003 was made for the support of normal schools. In 1910 the appropriations for this purpose amounted to \$6,630,357. Meanwhile, during the last three years of this decade, more money had been spent for buildings than during the whole period from 1890 to 1900. In the year 1900 there were 1,068 men and 1,847 women employed as normal-school teachers in the various States. In 1910 there were 1,692 men and 3,122 women so employed. While it is impossible to exhibit the facts in statistical form, it is true that the teaching force of public normal schools has largely increased in efficiency. Specialists who have been trained in universities and colleges have taken the places of those who had gone little or no further than they were expected to take their students. Laboratories for the study of the sciences have been multiplied and a higher grade of scholarship has been demanded of both teacher and students.

In 1900, out of a total number of 47,421 students in the professional courses of public normal schools, 12,432, or a little over 26 per cent, were males. In 1910 in corresponding courses, there were 79,546 students; 17,096, or a little over 21 per cent of them, were males. These figures foretell a still further reduction in the relative number of men teachers for the public schools.

There is a rapidly growing conviction that the entrance requirements for the normal school should not be lower than that for college; or in other words that the completion of a four-year high-school course should be the minimum requirement. Several States have such requirements, and it is to be hoped that all will come to this as soon as practicable. This would permit the normal schools to devote their time mainly to the professional side, and save the States the expense now made necessary by duplicating the work of the secondary schools. The conditions in some parts of the country, however, do not yet warrant this change, but the time is rapidly approaching when this requirement ought to prevail in every State.

During the last years of the period under consideration, there seems to have been an unmistakable tendency for the stronger high schools to include in their work certain courses designed to prepare students to teach in the common schools. Kansas has inaugurated this movement in a large majority of her better high schools, and Arkansas, Iowa, and other States are doing the same thing. Such courses are not designed to take the place of normal-school courses, but rather to help in some measure, by giving to those who would otherwise enter upon the work of teaching without any professional preparation some insight into the purposes and methods of the common schools, especially the rural schools. The plan is still on trial, and in order to succeed it will need wise guidance and careful limitations.

GENERAL AGENCIES FOR THE IMPROVEMENT OF TEACHERS.

The various agencies at work for the improvement of teachers already in service have increased in effectiveness during the decade and promise even better results in the near future. Teachers' institutes, reading circles, State and local summer schools, school-improvement work, etc., are gradually becoming more effective, are reaching a greater number of the teachers and the more progressive communities as a whole. In a bulletin published by this bureau this phase of educational work is treated exhaustively.¹

HIGHER EDUCATION.

In the realm of higher education the decade just closed has been marked rather by reorganization and the development of the spirit of wider service than by the founding of great institutions. Vast expansion of function, both upward and outward; notable elevation of standards, especially of graduate and professional education, accompanied by thoroughgoing investigation and discussion of the subjects and methods of instruction; distinct improvement in business organization and administration in both public and private institutions; unprecedented drafting of university experts into State and Federal service; and unparalleled increases in registration, endowment, and income are all features of the progress of the past 10 years. The increase in revenues from taxation in the case of tax-supported institutions has greatly outstripped the increased incomes of endowed private institutions. The following figures will illustrate various phases of this noteworthy development from 1900 to 1910: The attendance of collegiate and resident graduate students in the universities, colleges, and schools of technology for men, for both sexes, and for women, rose from 109,929 to 183,583; the num-

¹ Agencies for the Improvement of Teachers in Service, by William Carl Ruediger.

ber of professors and instructors from 16,921 to 27,279; productive funds from \$166,193,529 to \$273,423,328; and income, exclusive of additions to endowment, from \$28,558,463 to \$77,873,367. At the close of the decade 177 colleges and universities were maintaining departments of education designed not only to train teachers for secondary schools but also to develop a general interest in the larger questions of public education.

PROGRESS IN THE TEACHING OF AGRICULTURE.

In 10 years the number of students in the agricultural and mechanical colleges, in the regular four-year courses in agriculture, has increased more than threefold. These colleges have established extension work in agriculture and are reaching farmers throughout the States by every form of extension teaching: Educational trains, farmers' institutes, lecture courses, short courses at the colleges and at other centers, correspondence courses, summer schools, traveling expert advisers, farm demonstration work, etc. Many are offering four-year, two-year, and one-year courses for teachers in agriculture. Several colleges other than those in the list of "land-grant" institutions are introducing agricultural courses.

Agriculture has been permanently introduced into the curricula of very many public schools. There are about 100 agricultural secondary schools supported in whole or in part by the States in which they are located—district schools of Georgia, State schools of New York, county schools of Wisconsin, etc. About 2,000 public high schools give instruction in agriculture as a separate subject in more or less complete courses. Courses in agriculture are given in 106 State normal schools.

Agriculture is a required subject in all common schools of 12 States; in the rural schools of 5, and in the rural high schools of 3. It is required for teachers' certificates in 16, and is optional in 3. Special agricultural schools receiving State aid are established in 16 States, and are authorized in North Dakota. State aid to departments of agriculture in high schools is given in 12 States. Secondary schools of agriculture or secondary courses in agriculture, in addition to the collegiate courses, are maintained by the State agricultural colleges of 31 States. Summer schools giving elementary agriculture for teachers are conducted by 34 of these institutions, and short courses for farmers of from 2 to 12 weeks are maintained by the majority of them. In another part of this volume can be found detailed information bearing on recent progress in agricultural education.

FORESTRY SCHOOLS.

There were no schools of forestry 10 years ago, although brief courses were given in a few of the agricultural and mechanical col-

leges before the Yale Forest School was established in 1900. Now there are 5 graduate schools giving the master's degree, 18 colleges giving four-year courses leading to the bachelor's degree, and at least 25 giving shorter courses from one-half to one year under the general courses in botany or horticulture. There are, also, two professional schools of forestry, which require no preliminary college training, and a few secondary schools offering work in forestry.

EDUCATIONAL DEVELOPMENT IN THE SOUTHERN STATES.

In the Southern States the average length of the school term has increased from approximately 5 months to over 6 months, and the average number of days of schooling given for every child from 5 to 18 years of age has increased from 45 to 56 days.

The public high schools for white children in the Southern States have increased in numbers in a very encouraging manner. In 1900 there were, as shown by the figures furnished this office, 1,032 public high schools for white children; by 1910 this number had increased to 2,194, or more than 100 per cent. The number of teachers employed for these schools had increased from 2,648 to 6,482, or more than 144 per cent. The number of students in 1900 amounted to 62,289; in 1910 there were 137,469, a growth of 120 per cent.

This rapid development of the secondary schools in the South promises great good to the people of that section of the country. Heretofore many boys and girls were denied the privilege of high-school training for their life's work because of their inability to meet the expense connected with such training in private schools or in public high schools in the larger cities. This condition is rapidly giving way, and in a few years no ambitious boy or girl in this section will be thus handicapped. Moreover, the high schools that are springing up in all parts of the South are in the main wisely adjusted to the conditions of the South, both as college preparatory schools and as preparatory to life's demands. It is especially noteworthy to find a wholesome classical and literary spirit being developed in conjunction with training in agriculture and for scientific pursuits.

One of the serious difficulties the South is now called to face is to secure a sufficient number of virile men well prepared to conduct the high schools and to become safe leaders in this educational renaissance. Until recent times, law, medicine, and the ministry have absorbed the most promising men. By reason of the peculiar conditions and the prestige of these professions in the South, it will require a great deal of work and higher standards of teaching and better salaries to turn a sufficient number of good men toward educational work. As it is now, it is more difficult to find well-prepared men to manage and lead educational affairs in the South than it is in the North.

In 1900 the estimated number of white children from 5 to 18 years of age in the Southern States was 5,892,392. The number had increased to 6,566,184 in 1909, or over 11 per cent. The total enrollment in the common schools for white children had increased from 4,261,309 to 4,909,283, a gain of over 15 per cent. The average daily attendance had increased from a total of 2,775,059 to 3,257,185, or above 17 per cent. The number of teachers in 1900 was 98,710, and in 1909 it was 122,941, a gain of more than 24 per cent.

One of the peculiar features of public education in the South lies in the fact that local taxation for school purposes is limited. In several of these States in 1900 the amount raised by local taxation was but little over half as much as that appropriated by the States directly. The money appropriated by 11 Southern States for public schools in 1900 amounted to \$14,843,787. For the same year the total amount raised by local taxation in these States was \$20,616,445. Ohio alone in 1900 raised \$20,825,730 by local taxation, while from her State funds were appropriated only \$2,100,794. This centralized form of school control and school maintenance in the South is gradually giving way to a more democratic local form of school management. Commenting on this fact of centralization in school matters, Mr. R. H. Powell, jr., the Rural School Supervisor for Georgia, has said: "There is a tendency to look to the State to do all for education—a dangerously undemocratic tendency toward centralization of government and destruction of local self-reliance."

WORK OF THE SOUTHERN EDUCATION BOARD.

The Southern Education Board, formally organized in New York City November 3, 1901, was a direct outgrowth of conferences which had been held first at Capron Springs, W. Va., and later at Winston Salem, N. C. It is not incorporated. Its officers at present are: Chairman, Robert C. Ogden, New York City; treasurer, George Foster Peabody, New York City; executive secretary, Wickliffe Rose, Washington, D. C.

The purposes set forth at its organization and so successfully carried out during the decade, are as follows:

1. To conduct a campaign of education for free schools for all the people, by supplying literature to the newspapers and periodical press, by participating in educational meetings, and by general correspondence.

2. To conduct a bureau of information and advice on legislation and school organization.

3. For these purposes this board is authorized to raise funds and disburse them, to employ a secretary or agent, and to do whatever may be necessary to carry out effectively these measures, and others that may from time to time be found feasible and desirable.

The value of the service this board has rendered is inestimable; its influence has been felt in the remotest corners of 11 Southern States. Systematic campaigns have been undertaken in all these States, and the doctrines and needs of public education preached to the common people, as well as to those who have had better advantages.

In Mr. G. S. Dickerman's "Review of Five Years of Educational Progress in the South," published by the Southern Education Board October, 1907, accounts of some of these campaigns are given, and they should be read by all who would appreciate the work of this board, as well as by those who are seeking to understand the causes of the great educational awakening of the South. In a very decided way the Southern Education Board has understood the needs of the South and has helped where help was needed, and has encouraged in the most practical manner.

VOCATIONAL TRAINING.

Since the close of the past century the ideals, purposes, and courses of study for the public schools have been examined with a thoroughness and discussed with an earnestness commendable in the highest degree. As a result there has come about a general demand that more time should be given to training in English, nature study, manual training, and, especially in the last years of the decade, to vocational training. For the boys this has usually taken the form of work in wood and iron. Girls have had much variety of work, often disconnected and unorganized. From manual training more or less like that given to the boys, they have in recent years been turned toward those lines of work that every housekeeper ought to know and be able to do, such as cooking, sewing, caring for infants, and supervising intelligently the outlay for food and clothing for the family. This latter movement promises more definite results, and offers far more opportunities for real usefulness as well as culture than much that was given earlier in the name of manual training. One can foretell without appreciable error what, in the main, the life work of 90 per cent of the women of the next generation will be. Hence it ought to be comparatively easy to work out a course of study for girls which will result in definite training for that which is really and surely coming. The children of the future will learn their mothers' language, absorb their mothers' culture, and be largely subject to their mothers' guidance. The future mother will have to spend much time and thought on clothing, cooking, washing, and the general care of her children, just as mothers do to-day. There will be houses to build and furnish; houses to clean and keep clean; mending to do; health conditions to consider; plans for entertaining friends; and, perhaps more than now, definite and thoughtful consideration of how to make life worth while on a meager and some-

times irregular income. Surely thoughtful women teachers ought to be able to see in this newer phase of training for girls a great opportunity for real culture, as well as specific preparation for housekeeping. Meanwhile the work is still chaotic, and needs adjustment and revision.

The old form of manual training for boys has doubtless served useful purposes, but for the most part it has been too indefinite and theoretical. The highly elaborated and logical system of sloyd has not taken hold of boy nature in a vital way, because it is based too exclusively on mere drill work, and too rarely produces a product worth the endeavor. In some way boys must be allowed to undertake real problems if a real lively interest in manual work is desired. It is far more educational for a boy to undertake to make a chair and get an imperfect product than it is to simply practice sawing, planing, carving, cutting, and boring.

The future occupations of boys can not be foretold with the same degree of certainty as those for girls. The variety of opportunities, duties, and responsibilities for the men of coming generations is bound to be even greater than to-day; but specific training in some useful and fundamental present-day occupation will not only help him to find himself, but, when properly taught, will give him an insight into social and industrial progress of vital importance to every citizen. He will then learn to do something, and at the same time get some vision into the intricacies of human society. The civilization or culture of any nation is reflected in its trades and industries. Tools, machines, and manufactured products of all sorts represent the epitomized struggles of humanity.

The chief difficulty in vocational training in the schools lies in the fact that the variety of work which can be undertaken is limited. The only practical escape at this time seems to be through some method of cooperation between schools and homes, shops, farms, and general business interests. In the future, perhaps, the word "school" will connote the organized efforts of the whole community to furnish to the children opportunities to learn as well as to do. At any rate, there is at present an unmistakable drift in that direction.

Vocational training implies the acquirement of skill, and in addition ought to mean progressive growth in the valuation of labor. The future citizen will have to live in a complex civilization, where cooperation and interdependence will prevail even to a greater degree than at present.

In recent years a great deal of criticism has been heaped upon the schools for their alleged lack of a practical sort of education. Much of this criticism has been just; but the most practical thing in life is not money getting nor even skill in a trade. The American people need to be reminded frequently that along with this educative, practical contact with the ordinary duties of life, there is also need

for that inspiration and culture which come from an intimate knowledge of the ideals, aspirations, and wisdom of the human spirit at its best. We need especially to see and understand that unless these common duties of life, be they ever so necessary, are utilized and made subservient to the real purposes of life, we shall eventually miss the mark. It is to be hoped, therefore, that, together with this most commendable attempt to teach boys and girls the dignity of labor, and train them to do skillfully some of the important duties of life, teachers will rise to that higher point of view which will enable them to utilize this work for insight, wisdom, and virtue.

COMPULSORY ATTENDANCE LAWS.

During this decade perhaps no topic in school legislation has had more thoughtful consideration than that of compulsory school attendance. Prior to 1900 more than 30 States had laws relating to compulsory attendance, but many of these laws were ineffective, and most of them were not sufficiently thoroughgoing in their requirements to meet the demands satisfactorily. In general, then, it can be said that while comparatively few States had not undertaken the work in 1900, most of them had yet to learn what they really needed in the way of legislation and to make clear the exact purpose and principles underlying compulsory attendance laws. During these years, then, the progress that has been made is that of development rather than initiation. Comparatively few backward steps have been taken, and decided advances have been made in many States in the matter of lengthening the required annual attendance, and especially in requiring specific educational attainments regardless of the time element. The age limits formerly set have been extended, and the laws have been made more strict with reference to the classes of children coming under their provisions. In the beginning of this movement, many compulsory attendance laws were almost useless, because they did not provide a practicable means for their enforcement. In recent years these weaknesses have been largely eliminated, and in most States compulsory attendance laws are now worthy of the name.

Back of all the details, however, one can see clearly the temper and the more or less unconscious educational philosophy of the people. They believe not only that every child has the right to opportunity, but they believe more specifically than ever before, that the State has a definite right to protect itself from the dangers of ignorance.

The progress of legislation on child labor has had a vital bearing on compulsory attendance laws. Practically no legislation has been enacted with reference to the regulation of child labor which has not had, directly or indirectly, some relation to schooling. To cite two illustrations: Georgia enacted in 1908 a law regulating the employ-

ment of children in factories and manufacturing establishments, in which the following provisions are found: "No child under 14 years of age shall be employed, unless he or she can write his or her name and simple sentences, and shall have attended school for 12 weeks of the preceding year, 6 weeks of which school attendance shall be consecutive;" Idaho in 1907 enacted that "No minor who is under 16 years of age shall be employed or permitted to work at any gainful occupation during the hours that the public schools of the district in which he resides are in session, unless he can read at sight and write legibly simple sentences in the English language, and has received instruction in spelling, English grammar, and geography, and is familiar with the fundamental operations of arithmetic up to and including fractions, or has similar attainments in another language."

Compulsory attendance upon schools was required in 1910 in all States in the North. The only States, in fact, which did not have compulsory laws were Alabama, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Texas.

PENSIONS FOR TEACHERS.

In 1900 no teacher in the common schools of any State was pensioned from public school funds. In 1910 Rhode Island and Maryland had laws providing pensions, to be paid under given conditions wholly from State funds. In New York teachers in State institutions are granted pensions, and the laws of New Jersey require local authorities to pension teachers who have served 35 years. The Legislature of Massachusetts has enacted a law requiring the Boston school committee to levy a tax for a pension fund, and also another allowing all cities and towns other than Boston to provide pension funds if, in duly appointed elections, the people in these cities and towns so decide. Other States have enacted laws requiring all the teachers in cities of a given population to pay a certain per cent of their salary into a pension fund. Further details of the most recent legislation on the matter of pensions can be found in another part of this report. It is enough to say in this connection that decided progress has been made in the past 10 years in legislation touching the matter of teachers' pensions, and that the time has come when public funds are used for this purpose.

CONTINUATION SCHOOLS.

The movement for so-called continuation schools in this country has made rapid progress in the past 10 years, although no definite standardization has yet been attained; probably that is undesirable at this time. The term "continuation school" has come to desig-

nate "any type of school which offers to people while they are at work opportunity for further education and training." Naturally, for the most part, they are evening schools, largely composed of young men and young women who have discovered the need of some general or special training in order to make more satisfactory progress in their daily employment. For a careful and extended discussion of the continuation schools the reader is referred to Bulletin No. 1, 1907, prepared for this bureau by Mr. Arthur J. Jones.

Within the past decade the leading railroad corporations of this country have organized and developed a new set of vocational schools. True, a beginning had been made before 1900, but the schools as they now exist are almost wholly the product of this decade. In a bulletin (No. 10, 1909) published by this bureau, Mr. J. Shirley Eaton has gone into the matter at length. He also calls attention to the various apprenticeship systems used, and to a new sort of cooperative educational work between the railroads and various high schools and colleges throughout the country. The movement as a whole is a most interesting one and is bringing to light some striking educational experiments.

LACK OF PROGRESS IN MUSICAL EDUCATION.

It is a matter of regret that there is no general forward movement in music education to record. Doubtless some advances here and there have been made, but as far as can be seen there is no clearly marked and definite call from the hearts of the people that their children shall be trained in music, or even trained to appreciate it. The American people are eye-minded, and moving pictures seem to suit their desires better than music. In some way the people should be taught to hear the significant things of life, as well as to see them.

CARE OF DEFECTIVE CHILDREN.

Progress in the educational care of defectives and delinquents is clearly shown by the amount of recent State legislation relating thereto, and by the special provisions made in many city systems for the better care of these unfortunates. In a very definite way these special provisions express the deep humanitarian tendencies of the times. The doctrine which lies back of this faith might be set forth in some such phrase as this: All defectives and delinquents who can profit by education deserve at public expense that special training which will enable them to get more out of life, and to contribute to it all that their capabilities will permit.

MEDICAL INSPECTION OF SCHOOLS.

Medical inspection of schools did not begin in this country in any specific and thoroughgoing way until 1894, and in 1900 there were

comparatively few cities or States undertaking such work. In 1910, according to returns published by the Russell Sage Foundation, department of child hygiene, there were 400 cities with systems of medical inspection. As late as 1905 there were but 55 cities wherein medical inspection was regularly undertaken. From these figures it can be seen at a glance that this phase of public-school work has developed with great rapidity. This rapid advancement has been made possible partly by the fact that European countries preceded us by many years in this work and we have been able to profit by their experiments and by the systems they evolved. Nevertheless many adjustments have been made, and doubtless many changes will yet be made before any one plan will serve as a standard. Originally the work was undertaken mainly as a means of preventing and controlling contagious diseases and for the discovery and better care of children with defective vision or hearing. It now includes in its purview almost all matters pertaining to the physical welfare of child life while in school, and has in many places been extended so as to take cognizance of home conditions as they affect the health of the children. The "school nurse," dental hygiene, general physical examination of teachers and pupils, and all that pertains to the hygiene of instruction and the care of school premises, are now recognized parts of this new and highly useful branch of school work. In addition, the medical men in this department of the public-school service are influencing in many ways the teaching of general hygiene in the school curriculum.

Sound health is vital to any community as well as to the nation, and our people have not been slow to recognize the great value of this service. Every good citizen who studies the movement will rejoice in the great progress made, and will hope for and confidently expect a wider and fuller development in the immediate future. The urgent need now is to extend it so as to include the country children in its scope.

PROGRESS IN SANITATION.

During the decade there has been marked improvement in the demand of the more informed classes for better sanitation in the cities and towns, and, to some extent, in the country. There is a general disposition now developing to connect good citizenship with cleanliness and sanitation. This movement toward better health conditions is manifested in the adjustment, to this end, of the courses offered in high schools and colleges in biology, chemistry, and hygiene. The general subject of school hygiene and sanitation is demanding more attention, and the work in physiology in the elementary schools is including more information and training in matters pertaining to personal and community health. This comparatively new emphasis on sanitation has grown directly out of the wonderful

advances that have been made in the last quarter of a century in bacteriology and medical science. In the schools these new points of view are expressing themselves in the demand for larger playgrounds, better methods of heating and ventilation, the disuse of the common drinking cup, medical inspection, dental hygiene, and many other matters relating to the health of school children. Practically all the States have passed laws on these and kindred subjects, and the outlook for the immediate future is encouraging.

What might be called a national crusade against the house fly and the mosquito has grown out of the results of investigations connecting these pests with the spread of typhoid fever and malaria. The newspapers of the country have done helpful service in aiding in this movement, for they have used their columns freely to create a widespread public sentiment in favor of better rural and municipal sanitation. The Rockefeller Sanitary Commission for the Eradication of Hookworm Disease came into existence during the decade, and it is now engaged in teaching the people the necessary sanitary measures for preventing this disease as well as the proper therapeutic measures for those who are already infected.

In 1907 Mrs. Russell Sage gave the sum of \$10,000,000 to a board of trustees who are to use the income to "eradicate so far as possible the causes of poverty and ignorance." The department of child hygiene of this foundation has shown unusual energy and has published many bulletins and books bearing on vital questions of health and sanitation. As a result, the quickening interest in playgrounds, open-air schools, and medical inspection has been fostered and the results of many valuable investigations have been published.

This general awakening for better sanitation is not limited to our country, but it is clearly a world movement, and will ultimately issue in relieving humanity from much suffering, poverty, and vice. An education which does not teach children, as well as adults, the real significance of good health, and some of the most fundamental laws of personal and community hygiene, is faulty and meretricious.

EDUCATION OF NEGROES.

Before calling attention to the figures relating to the education of the negroes, it is only fair to say that the statistical material on negro education, which the bureau has been able to secure, is far from complete and therefore not accurate. There are many opportunities and occasions for errors in the returns furnished to the various State superintendents, and there are no common standards among the States for gathering and classifying the returns. However, it appears from the figures furnished that in 1900 there were in average attendance in the public elementary schools of 16 Southern States and the District of Columbia 957,160 negro children. For

their instruction, 27,182 teachers were employed. In 1910 there were 1,116,811 in average daily attendance, with a corps of 30,334 teachers. This is an increase of a little over 16 per cent in the number in attendance, and slightly over 11 per cent in the number of teachers employed.

In the 92 public high schools for negroes in 1900 there were 5,232 students who were classified as pursuing secondary subjects. The corresponding figures for the 141 high schools in 1910 show 8,251 students of high-school grade, an increase of over 57 per cent. The total number of teachers for these schools had increased from 272 in 1900 to 473 in 1910, or more than 73 per cent.

In addition to the students who are classified as doing regular high-school work, there were in these so-called high schools, in 1900, pupils classified as elementary students to the number of 3,216; in 1910 the number of this same grade of students was only 2,684. This decrease in the amount of elementary work done in high schools suggests that at present the public high schools for negroes are of a higher grade than were those at the beginning of the century.

The increased expenditure for public secondary education for negroes can not be accurately estimated because of the fact that the expense accounts for those doing real high-school work and those who have actually been doing elementary work have not been kept separate. In addition, several States have been unable to furnish the returns desired.

In general, there has been marked progress in public high schools for negroes, especially in Texas, Missouri, Georgia, Mississippi, and Florida. In 1910 Texas reported 36 high schools for the negroes; Missouri, 21; Georgia, 11; Mississippi, 8.

Up to this time, however, the major part of the higher training for negroes has been given in private academies, institutes, and colleges, and these are of all grades of worth. In 1900, according to returns furnished this bureau, there were 145 such schools. In 1910, 189 were reported. Nearly all of them have elementary, secondary, and collegiate work, and are supported and directed very largely by religious denominations and charitable organizations.

In these private schools in 1900 there were enrolled a total of 37,696 students; of these 20,348 were females and 17,348 were males. More than half of the students were in the elementary grades. The total number reported as doing secondary work was 13,267. The total number of teachers employed was 1,826. For the year 1910, in 189 schools of the same general type, 57,915 students were enrolled; 25,730 males, 32,185 females. Of these, 19,654 were listed as students of secondary grade. The total number of teachers employed was 2,941. These figures show an increase in secondary students in private schools during the 10 years of a little over

48 per cent, and in the whole number enrolled, regardless of their classification, as above 53 per cent.

This comparison brings to light two facts: (a) The number of the negroes receiving secondary and higher training in private schools is much larger than that in public schools; (b) relatively speaking, the percentage of growth for public high schools for negroes for the decade appears to be slightly in excess of that for private schools maintained for the same purpose.

In an elaborate and very interesting volume entitled "An Era of Progress and Promise," edited by Mr. W. N. Hartshorn, and published by the Priscilla Publishing Co., Boston, 1910, there is the most specific account heretofore published of the *Religious, Moral, and Educational Development of the American Negro since His Emancipation* (1863-1910).

From lists of 259 private educational institutions for negroes, printed in this volume, the following facts have been gleaned: In 1908 the total number of students in these institutions was 76,169. These schools are operated and controlled by various religious denominations, societies, and independent boards. During the decade from 1900 to 1910, the number of schools as listed increased from 218 to 259. In detailed statements concerning 120 of these schools under control of churches, it is learned that the total number of students for 1908 was 41,752, teachers 1,633, and that the annual expense incurred amounted to \$1,388,041.

The character of educational work for negroes has changed very materially since the beginning of the century, and teachers and preachers alike are emphasizing the need of vocational training as the most important means for the uplift of this people. Booker T. Washington has, without doubt, been the most forceful apostle of this new education for his people, and, despite much protest from some of the educators of his race, he has preached the doctrine of regeneration through thrift, better farms, better homes, and better sanitation, as well as through the ordinary educational means.

INDIAN EDUCATION.

Within the past 10 years it appears that the educational care of Indian children has received especial attention along the following lines: The boys have had better and longer training in industrial work, including agriculture, stock raising, carpentry, etc., while the girls have had more help in all that pertains to homekeeping, such as cooking, sewing, nursing, and sanitation.

In a manual, prepared in 1910 for the Indian schools, by Hon. R. G. Valentine, the Commissioner of Indian Affairs, it is declared that "We are maintaining a great system of schools for the Indians, which in a sense enrolls the entire race. * * * Our Indian

population extends into 26 States of the Union, and in a few generations at least it will have been largely fused with the citizenship of these great Commonwealths." It is, therefore, the avowed intention of those who have charge of this branch of educational work "to make the course of study for each Indian school conform to the course of study adopted by the State or county in which it is situated." This plan is designed to put the various Indian schools, particularly the day schools, in condition for future absorption into the State school systems, because of having the same course of study and to a considerable extent the same series of textbooks. The teachers and supervisors, however, are warned that "the adoption of the State courses of study by Indian schools must not be used as an excuse for the inclusion in the work of the school of anything that is not of recognized value to Indian pupils. The welfare of the pupils must be kept constantly in mind, and a slavish adherence to State courses would be almost as objectionable as would be the neglect to adhere to any course."

In his Annual Report to the Secretary of the Interior, for the year ending June 30, 1910, the Commissioner of Indian Affairs calls attention to the following improvements in the administration and supervision of Indian schools: (a) An adequate system of supervision has been provided, by dividing the whole territory involved into six districts, with a supervisor in charge of each district. (b) A chief supervisor has been appointed to have general direction of all the supervisors. (c) Plans are being formulated to follow up pupils after they leave school, in order to render them additional service, by helping them to overcome the temptation to drop back into the unprogressive customs and practices of the various tribes to which they belong. The essential features of this plan are—

that the pupil, when he leaves the reservation, shall carry a letter from the superintendent to the superintendent of the nonreservation school, acquainting the latter with the essential facts in the life of the pupil, and indicating to him the conditions on the reservation to which he will return. * * * When a pupil leaves school he will carry a letter to the superintendent of the reservation to which he returns, with directions that it be presented immediately upon his arrival. This will give the home superintendent a splendid opportunity to gather from the pupil an idea of his plans and prospects and to give the pupil wholesome advice. It will open the way to him to keep a fatherly eye on the boy until he gets well on his feet.

(d) The health conditions are being more carefully guarded than heretofore. The principal features of this work consist in—

(1) An intensive attack upon the two diseases that most seriously menace the health of the Indians—trachoma and tuberculosis. (2) Preventive work on a large scale, by means of popular education along health lines and more effective sanitary inspection. (3) Increased attention to the physical welfare of the children in the schools, so that the physical stamina of the coming generation may be conserved and increased.

PROGRESS OF EDUCATION IN HAWAII.

It appears from the Report of the Superintendent of Public Instruction of the Territory of Hawaii, made to the governor for the two years ending December 31, 1900, that the total appropriations for all public-school purposes during these years amounted to \$738,058.41. Of this total, the sum of \$19,720.09 was used for the erection of new school buildings and cottages for teachers. For the biennial period ending December 31, 1910, the appropriation for all purposes amounted to \$876,440. The cost per capita of public-school education was not materially changed during the decade, but advancements were made, especially in the work of supervision, medical inspection, industrial training, and better school buildings.

One of the most interesting and suggestive features of the school statistics of Hawaii is that relating to the changes in nationality of the pupils in the past 10 years. The accompanying table is adapted from the Report of the Superintendent of Public Instruction for the two years ending December 31, 1910, and deserves thoughtful consideration.

Comparative table of the nationalities of pupils attending school in the Territory of Hawaii for the years 1900-1910.

Nationalities.	1900	1902	1904	1906	1908	1910
Hawaiian.....	4,977	5,076	4,983	4,906	4,767	4,354
Part Hawaiian.....	2,631	2,934	3,267	3,500	3,691	3,718
American.....	699	796	931	1,009	999	1,056
British.....	232	215	226	187	189	152
German.....	320	333	252	273	265	261
Portuguese.....	3,809	4,335	4,448	4,437	4,777	4,890
Scandinavian.....	114	108	93	82	67	.....
Japanese.....	1,352	2,341	3,313	4,547	6,095	7,262
Chinese.....	1,289	1,499	1,875	2,197	2,797	2,872
Porto Rican.....	.....	593	437	392	447	350
Korean.....	.....	.....	.....	161	168	270
Other foreigners.....	115	152	192	199	594	585
Total.....	15,537	18,382	20,017	21,890	24,856	25,770

From this table it will be readily seen that the number of Hawaiian children attending schools is gradually decreasing, and the number of children "Part Hawaiian" increasing. But the most striking change is seen in the rapid increase of the numbers of Japanese and Portuguese children. In 1900 there were 1,352 Japanese children in school; in 1910 there were 7,262, or an increase in the 10 years of more than 437 per cent. It will be observed that during the decade two other nationalities make their appearance in this medley of school population, viz, Korean and Porto Rican, while apparently Scandinavia ceases to be represented. By comparing the figures in the table here given with those relating to public and private school attendance it will be seen that the growth in public-school attend-

ance has been confined very largely to children of Asiatic or Portuguese parentage. In 1900 slightly over 38 per cent of the total number of children in the public schools were of these nationalities, but in 1910 they represented more than 61 per cent of the public-school enrollment. Meanwhile the children of American, British, and German parentage are turning more and more to private schools, for it must be that in a school where most of the children know the English language imperfectly, an English-speaking child will not be able to get sufficient attention to make proper progress in his studies. Furthermore, it appears from the figures given in 1910 that only a little over 14 per cent of all public-school pupils were classified above the fourth grade, and more than half were not beyond the third grade. The numbers in attendance upon the high schools and normal school, included in the total of public-school pupils, were 254 and 136, respectively.

Changes of vital moment have taken place in the nationality of the teaching force. In 1900 out of 352 teachers in the public schools 175 were Americans. In 1910 out of 501 teachers, only 168 were Americans. The accessions to the numbers of public-school teachers in the 10 years have come almost wholly from the Hawaiian and Part Hawaiian. There was a slight increase in the number of Portuguese and Chinese employed. This change in the personnel of the teaching staff is bound to have a marked influence on the educational work of the islands.

PUBLIC EDUCATION IN PORTO RICO.

For the year 1900, the year succeeding the American occupation, the total enrollment in the public schools of Porto Rico was 24,392. Ten years later the number had increased to 121,453, or at the rate of nearly 400 per cent. The average daily attendance during the same time had risen from 20,103 to 84,258 or at the rate of approximately 300 per cent. In 1900 there were 632 teachers in public-school work. In 1910 there were 1,692. The total annual cost for schooling per pupil in average daily attendance amounted in 1900 to \$18.50; in 1910 to \$14.01.

In addition to the rapid development in the teaching of agriculture, domestic arts, English language, and the various fundamental subjects in Porto Rico, there has developed a most interesting system of scholarships open to all who show marked proficiency in their studies. It is now possible for a bright pupil "in the remotest barrio within the island to be carried through to graduation at the best university in the United States entirely as a Government scholarship student." This system is in force in such a way as to encourage the students and to afford the authorities opportunity to select young people for further work in preparation for teaching,

for agriculturists, and special workers in general. At another place in this report there will be found a detailed report from the commissioner of schools, Dr. E. G. Dexter. It is enough to say here that the people of this island have taken a lively interest in the development of the public schools, and that practically most that now exists in the way of educational effort and opportunity has come since 1899, the year of American occupation.

DEVELOPMENT OF EDUCATION IN THE PHILIPPINE ISLANDS.

The development of the educational system of the Philippine Islands since the American occupation has attracted world-wide attention. When a shipload of American teachers sailed from San Francisco in 1901 in response to a call for help, a new sort of conquest was instituted. Many of the islands were then little known and their inhabitants were of many races and many tongues. Some parts were occupied by people of culture, while others were inhabited by half civilized and warlike peoples. The attempt from the first was not to force upon them American ideals of life and culture, but to use teachers from the States to start the work of education, and to prepare native teachers as rapidly as possible to take their places. The first large question to settle was to determine the language to be used in the schools. The English language was selected, for the reason that there was no common language spoken or written by any large portion of the people. This necessitated school books in English adapted to the conditions there found, and to the content in the children's minds.

Under these and many other difficulties the educational work in these islands has made striking progress. In 1910 the total number of schools was 4,531, with 9,007 teachers and apprentices. The enrollment for September of this last year of the decade amounted to 587,317, and the average monthly attendance to 337,307. As rapidly as consistent with progress and justice to the children, the relative number of American teachers has been reduced, until at this time less than 10 per cent of the teachers employed are from the States. It is almost beyond credence to assert that such a variety of school children, comprising such striking differences in capacity and customs, should be brought to use, even meagerly, a complicated foreign language as the medium of education within a decade. But such has been the case, and the experiment has apparently been fully justified. It may not be amiss to call attention to the fact that no such gigantic experiment in the teaching of a foreign language was ever undertaken before. Surely the methods employed and the results attained deserve the most careful consideration. Some competent American teacher who has been in the thick of it all ought to

organize and describe the methods and means through which such results have been achieved.

When American occupation began there were few schools and fewer competent teachers. The work given was more or less unrelated to the lives of the pupils and the opportunities before them. A little over 10 years later we find on the whole a better system of vocational training for the elementary schools than can be found anywhere in the States.

It is often instructive to note what can be done in a short time when those who know what is better are given a free hand. Through the guidance and leadership of the normal school and the various agencies for setting standards and training leaders, not only are many of the Filipino children able to read, write, and speak the English language with some degree of fluency after three years of schooling, but they are now rapidly acquiring vocational skill in many lines of work which in time will be a large asset to their people. The boys are being trained in hat making, carpentry, blacksmithing, agriculture, gardening, and various other crafts. The girls are learning cookery, lace making, embroidery, drawn work, dressmaking, plain sewing, the care of children, especially of infants, and household economics and hygiene in general. Those who have instructed the Filipino girls report that in lace making and embroidery they show great talent. It is asserted by Director White that "because of their natural aptitude for this sort of work, their patience, and delicacy of execution, the Filipino women are considered among the most skillful workers in the world in these arts, their products being classed by experts as even superior to those of the French and the Swiss." Doubtless with the help of modern methods, patterns, and appliances, this work will afford much relief to those women who under other circumstances would have little opportunity for earning an income.

Commendable progress has been made in the construction of schoolhouses. While, at the close of the decade, there is yet far from a sufficient number of passable buildings for school purposes, at the beginning the work was greatly hindered by lack of such facilities. The better buildings now being constructed, if one may judge from photographs and floor plans, seem to be particularly well adapted both in architectural features and construction to the climatic and educational conditions to be found in the islands. From the report of the director of education for 1910, it is learned that the total cost of "school building projects pending" amounted to approximately \$450,000.

The most hopeful school work now in progress is without doubt that in industrial and vocational lines. On this point a further quota-

tion from the director's report for 1910 is worthy of consideration. He says, in regard to the development of industrial training:

The opportunity presented for future development is enormous. Other countries with educational systems long established on orthodox lines encounter almost insurmountable difficulties in the reorganizing of those systems upon a practical basis. In the Philippines the organization is still in its formative period. The administration of the bureau is hampered by no embarrassing precedents; it has reasonably ample funds with which to execute its plans; and, best of all, it has in a most gratifying measure the moral support of both Americans and Filipinos in its attempt to build up here a system of instruction which will promote the industrial efficiency and material well-being of this population. Such another opportunity probably never existed anywhere. It is perhaps not going too far to venture the assertion at this time that, within two or three years from this date, no State or national government will have in practical operation a system of industrial instruction more consistent than that of the Philippines in its sequence through the various grades, or more closely adapted to the material conditions and requirements of the country.

EDUCATIONAL FOUNDATIONS.

It is certainly well within the truth to say that no decade in the world's history has such a wonderful story to tell with reference to educational foundations as that which has just passed. Within 10 years approximately \$100,000,000 has been given from private fortunes for general educational endowments in the country at large. Best of all, each of these gifts has been given in a large-minded way, so that the various boards of control have much freedom and discretionary power in administering the funds and in organizing the work under their control. A brief account of each of these foundations follows:

THE CARNEGIE INSTITUTION.

In January, 1902, Mr. Andrew Carnegie gave to a board of trustees the sum of \$10,000,000 in registered bonds bearing annual interest at the rate of 5 per cent. In 1907 he added \$2,000,000, and, if the decade may be overstepped a few days, in January, 1911, he increased the total endowment to \$22,000,000.

The purpose of the donor was to "found in the city of Washington an institution which, with the cooperation of institutions now or hereafter established, there or elsewhere, shall in the broadest and most liberal manner encourage investigation, research, and discovery—show the application of knowledge to the improvement of mankind, and provide such buildings, laboratories, books, and apparatus as may be needed." The institution was incorporated by act of Congress April 28, 1904, and it is now known as the Carnegie Institution of Washington. The executive officers are Robert S. Woodward, president; Cleveland H. Dodge, secretary. The administration offices are now in the new building known in Washington as the Carnegie Institution, located at Sixteenth and P Streets NW.

The lines of work undertaken thus far may be grouped under the following general headings:

1. Cooperative research in various lines requiring long periods of time and organized efforts.
2. Individual research in various lines by trained investigators.
3. Investigations carried on chiefly by those who give promise of scientific leadership.
4. Publication of the results of research work, in all lines, and of other scientific and useful matter not generally accessible.

THE GENERAL EDUCATION BOARD.

The General Education Board was organized in New York, February 27, 1902, and incorporated by act of Congress, signed January 12, 1903. The charter of this board, amongst other provisions, sets forth the following:

This corporation shall have power to build, improve, enlarge, or equip buildings for elementary or primary schools, industrial schools, technical schools, normal schools, training schools for teachers, or schools of any grade, or for higher institutions of learning, or, in connection therewith, libraries, workshops, gardens, kitchens, or other educational accessories; to establish, maintain, or endow elementary or primary schools, industrial schools, technical schools, normal schools, training schools for teachers, or schools of any grade, or higher institutions of learning; to employ or aid others to employ teachers and lecturers; to aid, cooperate with or endow associations or other corporations engaged in educational work within the United States of America, or to donate to any such association or corporation any property or moneys which shall at any time be held by the said corporation hereby constituted; to collect educational statistics and information, and to publish and distribute documents and reports containing the same; and in general to do and perform all things necessary or convenient for the promotion of the object of the corporation.

This board has now as endowment the sum of more than \$30,000,000, a gift from Mr. John D. Rockefeller, and holds in trust the sum of \$22,000,000, also given by Mr. Rockefeller. The income from the permanent endowment amounts to about \$1,500,000 annually, and is disbursed by the board in accordance with the provisions of its charter. The principal and the income from the trust fund of \$22,000,000 are subject to the direction of Mr. Rockefeller or his son, Mr. John D. Rockefeller, jr.

The official staff of this corporation consists of "not less than 9 nor more than 17" board members, whose term of office is three years. Vacancies in the board are filled by the board, and members are eligible for reelection.

The board has devoted itself in the Northern States wholly to the promotion of higher education. In the South, in addition to assisting various colleges to larger endowments, it has been of very great service by supporting professors of secondary education in the State universities, and through them helping to encourage and organize the public

high schools of the Southern States. It has also used its funds and its influence in stimulating the South to a larger and more vital interest in the general problems of public education.

THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING.

On April 16, 1905, Mr. Andrew Carnegie addressed a letter to 25 men whom he had selected as trustees setting forth his wishes and plans. A part of this letter reads as follows:

GENTLEMEN: I have reached the conclusion that the least rewarded of all professions is that of the teacher in our higher educational institutions. New York City, generously and very wisely, provides retiring pensions for teachers in our public schools, and also for our policemen. Very few, indeed, of our colleges are able to do so. The consequences are grievous. Able men hesitate to adopt teaching as a career, and many old professors whose places should be occupied by younger men can not be retired.

I have transferred to you and your successors as trustees \$10,000,000, the revenue from which is to provide retiring pensions for the teachers of universities, colleges, and technical schools in our country, Canada, and Newfoundland, under such conditions as you may adopt from time to time.

The fund applies to the three classes of institutions named, without regard to race, sex, creed, or color. * * *

While the letter further on excluded State universities from participation in this fund, in 1908 they were granted this privilege, and the original sum was increased to \$15,000,000.

This foundation was incorporated March 10, 1906, under the name of the Carnegie Foundation for the Advancement of Teaching. The present executive officers are Dr. Henry S. Pritchett, president; Clyde Furst, secretary.

THE RUSSELL SAGE FOUNDATION.

The Russell Sage Foundation was incorporated in New York in April, 1907, and has an endowment of \$10,000,000, given by Mrs. Russell Sage. The charter provides that—

It shall be within the purpose of said corporation to use any means which from time to time shall seem expedient to its members or trustees, including research, publication, education, the establishment and maintenance of charitable and benevolent activities, agencies, and institutions, and the aid of any such activities, agencies, or institutions already established.

In a letter, shortly after the incorporation of the foundation, Mrs. Sage stated that—

The scope of the foundation is not only national, but it is broad. It should, however, preferably not undertake to do that which is now being done or is likely to be effectively done by other individuals or other agencies. It should be its aim to take up the larger, more difficult problems; and to take them up so far as possible in such a manner as to secure cooperation and aid in their solution.

There are nine trustees of this foundation, with headquarters in New York City. The officials of the board are Mrs. Russell Sage,

president; Robert W. DeForest, vice president; Cleveland H. Dodge, treasurer; and John M. Glenn, secretary and general director.

THE JEANES FUND.

On April 23, 1907, Miss Anna T. Jeanes, of Philadelphia, gave \$1,000,000 to aid in securing better rural schools for the negroes. A board of trustees was appointed to carry out the provisions of this foundation, and organized February, 1908. The executive officers of this board are: Dr. James H. Dillard, president, New Orleans, La.; George Foster Peabody, treasurer, New York City; Maj. Robert R. Moton, secretary, Hampton Institute, Va.

The expressed purpose of this board is the uplift of the negroes by the development of better rural schools. Thus far the work has been unusually successful. The board have set themselves to the task of organizing these people for self-help in all that pertains to country school and farm life.

Three plans have been outlined for this work, and these are now being carried out in what appears to be a most helpful and practical manner:

1. A teacher has been assigned to a county for the purpose of visiting and supervising all the schools in that county. In addition she has been directed to introduce simple forms of manual training, and to interest the people in better schoolhouses and school grounds. This is generally known as the Henrico plan, because it was first developed in Henrico County, Va.

2. The employment of a teacher to do extension work among a number of schools within easy reach of some central school as headquarters. This plan gives closer supervision and more immediate help to the regular teachers.

3. The third plan has been to put a man into a county and set him to the work of creating a more intelligent public sentiment for the betterment of rural schools and country life in general. He is expected also to supervise the teachers and organize them for self-improvement.

OTHER EDUCATIONAL BENEFACTIONS.

In addition to the gifts which have made these great foundations possible, a great many cheerful givers have poured out their wealth to the colleges, universities, and technical schools already established.

It is impossible to state with accuracy the total amount of general benefactions to these schools in the 10 years, for doubtless many gifts have been made which have not been reported and some have been reported which for one reason or another miscarried. But, according to the returns furnished this office, there has been a total of \$179,871,644 given for higher education. This does not generally

include gifts for law schools, medical schools, theological schools, dental schools, and schools for nurses. The amount of gifts for these latter institutions has been large. It will therefore be very near to the truth to say that approximately \$200,000,000 have been given to higher and professional educational institutions during the decade. This enormous sum, coupled with the amounts given for the foundations above noted, marks the decade as the foremost in the history of the nation, perhaps in all history, with reference to educational benefactions.

THE CECIL RHODES SCHOLARSHIPS.

One of the most unique and at the same time one of the most inspiring attempts to cultivate a bond of union between widely separated peoples of different nationalities is that conceived by the late Cecil Rhodes, and which is being carried out by the provisions of his will. It was a great and original conception, in that it proposed a racial patriotism broader than national boundaries, and international fellowships based on culture and the social contact of a selected body of young men. Mr. Rhodes died in 1902 and left the sum of £2,000,000 to a board of trustees, directing them to use the income from this princely sum for scholarships at Oxford University. These scholars are appointed—under conditions named or authorized—from the colonial dependencies of England, from the United States (2 from each State or Territory), and 15 from Germany, or of German birth, to be nominated by the Emperor. All of the scholarships, except those from Germany, have an annual value of £300. Those for the German students amount to £250 annually. Each scholarship is for a term of three years.

The first American Rhodes scholars were appointed in 1904, and up to 1910, 178 young men from the United States have enjoyed through this benefaction the privileges of this great university. Dr. Parkin, the organizing representative of the Rhodes Scholarship Trust, in an article on "American Rhodes scholars at Oxford," in the *North American Review* for June, 1909, says:

Starting with a profound belief in the high destiny and beneficent influence of the British Empire, and eagerly desirous to promote the permanent unity of its various parts, while increasing their strength and usefulness, his first intention as a means to this end was to bring the youthful vigor of the colonies into touch with the experience and culture of the Mother Land, in the belief that both would thereby be benefited. As time went on, his advancing thought led him to conceive that still higher ends could be served by the cooperation of the United States with his own country in carrying forward the work of civilization, and still further that the increasing influence of Germany made its support and sympathy for the same purpose of the utmost importance. He believed that great good would result to the world from a mutual understanding between these various peoples, and using the means which he had in his hand he took the step that seemed to him most likely to promote such an understanding. His plan was very simple. He would secure as the agents of his purpose picked young men of these

nations. For these he believed that the strongest bond of sympathy would be created by a common education. He therefore arranged that, for all time to come, nearly 200 scholars of these countries should be educated together at the most ancient and famous seat of English learning and training.

WORLD MOVEMENTS IN EDUCATION.

It may not be out of place in this general and incomplete survey of progress to call attention to certain world movements in education. These have developed in part as a result of international conferences, visiting commissions, interchange of students, and, above all, of the world-wide distribution of printed matter bearing on all phases of educational administration and policy. Each progressive nation is eagerly learning from the others, and the gain made by one is taken up and adapted by the others. Naturally the relative emphasis which each of these movements will receive in any country will depend on local traditions and customs.

(1) Public education for all, at public expense, is a goal toward which the whole civilized world is more or less unconsciously advancing. Some occupy an advanced position in this regard, while others are struggling far in the rear. But everywhere there seems to be a growth in this direction. The argument for public education gains strength in proportion to the growth of public respect for human life and the human spirit. Poverty and parental neglect ought not to offer absolute impedimenta to the progress of the children of any nation. But there is much yet to do to break down that selfishness which has condemned the less fortunate children of many nations to an unfair chance. Compulsory education for the sake of both the child and the State is relatively speaking a new phase of this movement. But it is a most significant phase.

(2) Closely associated with the growing consciousness that children have a right to an education is the related idea that they deserve good care from parents, teachers, and the public in general. The world over, the child-welfare movement is gaining ground. Naturally it exhibits itself in various ways and with varying emphasis in different countries. The more enlightened and humane nations are demanding more and more sweeping restrictions on the rights of parents or others who force young children to a life of labor, and take from them that opportunity and longing for play which their natures crave and their education demands. Charles Dickens made an effective appeal in the early part of the last century, in an emotional way, and now a more careful study of child nature is enforcing in a rational manner the essential needs of children. There is still much to learn and more to do before the children will be treated according to their deserts, and in line with the life they should lead. But the situation is hopeful, and the world-wide interest in playgrounds, child study, juvenile courts, medical supervision, and child hygiene will eventually issue in better treatment of children in the home and at school.

(3) The spirit of science is now at work in the world in a more effective fashion than at any other time in human history. Traditional ways of thinking and doing are no longer piously reserved from the scrutinizing inquiry of the truth seeker, and while the "unanimity of the wise" is still in the distant future, honest inquiry is its necessary forerunner. Earnest investigators, everywhere, are known to each other, and in their search there exist no national boundaries and no insuperable barriers to common understandings and mutual assistance. The education of the last century kindled this spirit, and the coming century will reap its rewards.

(4) Vocational training, much discussed at present, is essentially the product of a few decades. But the purposes and intent of the movement have entered into the educational consciousness of the world with a rapidity unlike that of any subject of recent years. True, the work is still inchoate and more or less indefinite, but it appears as a promise and foretokens the accomplishment of a long-felt need. Word comes from China, Japan, Egypt, Australia, the Philippine Archipelago, Iceland, all of Europe, and the western world that it is time to teach the children to make some specific preparation for the world's work, in addition to teaching them the essentials of the older curricula. Whether this movement will fulfill its promises will depend on wise understanding and sane, steady administration. Meanwhile the call for help comes from all directions, and the willingness to learn from all is the spirit of all.

The movement for promoting agricultural education is peculiarly pronounced and widespread at this time. In Japan, India—especially in British India and those native States tributary to the British Government—Egypt, South Africa, England, Ireland, Canada, Netherlands-India, and some of the South American Republics, and in our country a new emphasis is being given to instruction in agricultural subjects. How far this work will operate to modify the older curricula, or to influence general economic and social conditions, can not be foretold. But surely good will come, and the purposes of education will be broadened, and, let us hope, deepened.

(5) The movement for the education of women has not only made great progress in European countries but is recognized in Japan and in awakening China as indispensable to national progress. This movement shows some remarkable features in India. In the Indian National Congress, which gives free opportunity for the expression of native opinion, leaders from different communities and States of India have been specially pronounced in their conviction of the importance of making large provision for the education of women and the breaking down of their traditional seclusion. It is a most hopeful sign to find everywhere that the rights of women in matters educational and social are being recognized, for surely this means accelerated progress for the coming years.

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